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ABSTRACT

The guide is designed for teachers in adult basic education and General Educational Development classes, as an aid for identifying potential limited-English-proficient (LEP) students, assessing their English proficiency in all language skill areas, observing classroom behaviors that might impede comprehension, and planning appropriate instruction. It consists of five parts. The first is a teacher observation checklist for classroom use. The second is an English language skill assessment tool consisting of an oral language test (giving short answers, answering open-ended questions, and storytelling), a reading skills test (letter recognition, word recognition, sentence reading, and paragraph reading), and a writing skills test (letter and word writing and sentence dictation). Test administration instructions, student answer sheets, and a scoring guide are included. Part three is a behavior checklist for teachers to use in assessing whether and how they are improving their comprehensibility in classroom communication. Part four offers strategies for planning instruction for students of diverse language abilities. The final part is an instructional planning checklist for the teacher. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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Identification, Needs Assessment, and Instructional Planning for ESL Learners in NonESL Settings

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Identification, Needs Assessment, and Instructional Planning for ESL Learners in Non-ESL Settings

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Introduction

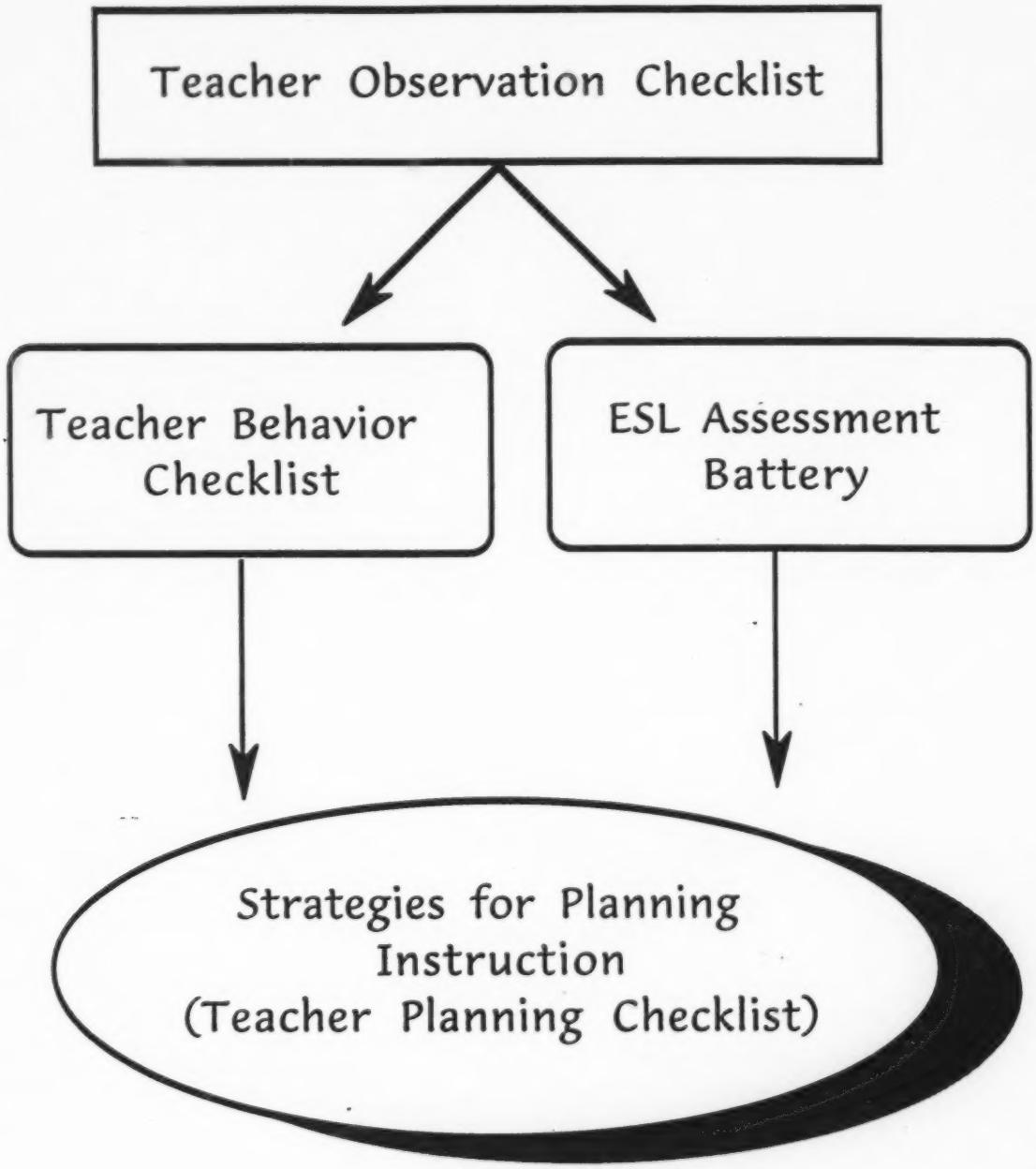
Adult Basic Education classes and GED classes are increasingly diverse in their student make-up and one of the fastest growing populations in these classes in the limited English speaker. These learners bring to the classroom their unique experiences, and their unique needs. It is crucial for teachers to be able to identify these emerging English learners if their needs are to be met.

This manual guides the ABE and GED classroom teacher in:

- Observing and identifying potential limited English speakers
- Assessing their English proficiency in all the skill areas
- Reviewing their classroom behaviors which might impede comprehension
- Planning appropriate instruction for this learner.

The following flowchart illustrates the various steps a teacher might take in utilizing this manual.

FLOWCHART
Identifying and Needs Assessment of ESL Learners in NonESL Settings



PART I
Teacher Observation Checklist

Does the student...	Yes	No	Observations
• volunteer to speak in class?			
• participate in group work?			
• complete written assignments?			
• maintain eye contact with the teacher during class?			
• speak informally with colleagues before and after class?			
• ask questions to clarify assignments?			
• laugh at appropriate times during class discussions?			
• show appropriate facial expressions in response to questions and comments?			
• speak so colleagues and instructor can understand her/him?			
• easily follow oral directions?			

NOTE: If you have marked more **NO** than **YES**, this student is most probably a limited English speaker learner and will need additional support. Please see the flowchart on page 2 to decide on the next steps in instructional planning.

PART II
ESL ASSESSMENT TOOL

Introduction

The assessment consists of three parts. Section A is designed to give information about the test taker's oral English capabilities. There are three parts to Section A:

- Part 1: Giving Short Answers
- Part 2: Answering Open Ended Questions
- Part 3: Story Telling

Section B is designed to give information about the test taker's reading abilities. There are 4 parts to Section B:

- Part 1: Letter recognition
- Part 2: Word Recognition
- Part 3: Sentence Reading
- Part 4: Paragraph Reading

Section C elicits information about the test taker's writing abilities. There are 2 parts to Section C:

- Part 1: Letter and Word Writing
- Part 2: Sentence Dictation

Student Sheets to be used during the test taking appear after the teacher copies. At the end of this section is a Scoring Sheet for the results of the assessment. The test administrator's instructions appear within brackets, and the parts they are to speak aloud to the test taker are in bold. There are some points in each section at which the instructor needs to decide if it is appropriate to continue the test, and those places are noted in the teacher's copy of the assessment.

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NAME_____ DATE_____

A, Part 1: Giving Short Answers

Instructor: [Ask each question 2 times only. Do not rephrase or prompt in any other way, except #5. If the test taker does not respond in #5, use picture prompts with photographs of possible after work activities.]

1. Hi , how are you?_____
2. What's your name? _____
3. How do you spell it?_____
4. Where do you live? _____
5. What do you like to do in your free time? _____

_____

WITHOUT PICTURE PROMPTS_____ **WITH PROMPTS**_____

[If student is unable to answer all the ?s above, do **NOT** proceed to Part II of A, but rather begin Part B.]

A, Part 2: Answering Open Ended Questions: Instructor: [Ask the following questions, repeating only once, and marking a check for every acceptable, comprehensible response and record responses for later examination.]

I'd like to ask you some questions about your job to talk with you. Is that OK?

_____1. Do you work every day?_____

_____2. What time do you begin work?_____

_____3. How do you get to work?_____

_____4. How long have you worked at this job?_____

_____5. What do you do at your job?_____

_____6. What is the best part of your job?_____

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A, Part 3 : Story Telling **Instructor** [Prepare photographs of a sequence such as getting ready for work, preparing a meal, cleaning a room, etc. They should be clearly sequential and allow test takers to generate a simple narrative of events yet have enough detail in the photograph that a more fluent speaker could elaborate.]
Instructor: Look at these photos. Would you tell me what is happening in this picture, then continue through all the pictures, please? [Record what the student says below in order to score later.]

B, Part 1: Letter recognition

Instructor: [Point to each item on the student sheet and say, "**Do you know this letter/number/word?**" one time only, and respond **OK** regardless of response. Also appear to respond uniformly when you write.]

Numbers	Letters
3_____	T_____
2_____	K_____
5_____	E_____
1_____	L_____
8_____	D_____
10_____	I_____
6_____	S_____

B, Part 2: Word Recognition: **Instructor:** [Point to the word on a sheet in front of the student and circle the words read correctly on this recording sheet. Continue with the list unless the student is unsuccessful with the most basic words in column one or until they are unable to read the words.]

the	about	label
and	many	write
you	would	picture
be	make	manual
have	more	instructions
from	number	danger
one	could	form
said	people	emergency
do	first	
if	water	

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B, Part 3: Sentence Reading: **Instructor:** [Point to the sentences on the student sheet and ask students to read them. Score below holistically, giving a point for a sentence which, even though not perfect, is read mostly correct and meaning intact. No point is given for sentences which lack meaning and contain many miscues.]

_____1. Reading is a great way to learn new things.

_____2. Books are free at public libraries.

_____3. There are things to read on buses and taxis, too.

_____4. Taking the bus is a great way to save money and gas.

_____5. Driving a car is fun.

B, Part 4: Paragraph Reading: **Instructor:** [If students were successful with the sentence level reading, ask them to read the paragraph on the student sheet while you mark errors on this recording sheet.]

You can read every morning if you eat cold cereal. Just look on the sides of the boxes. There is information about the cereal you are eating on one side, information about where the cereal was made on another side, and many different things on the back of the box. You can send away for free gifts, buy things like t-shirts or watches, or read jokes. Which cereal is your favorite?

C, Part 1, Letter and Word Writing: **Instructor:** [Give student writing paper to the test taker.] Say: **"Now I want you to write something. Please pick up your pencil and write what I say."**

1. S
2. A
3. H
4. M
5. P
6. U
7. go
8. you
9. have
10. could

[If students were not successful in C, Part 1, do **NOT** continue to Part 2. STOP here.]

C, Part 2 Sentence Dictation: **Instructor: Now I want you to write some sentences. I will say each sentence 2 times. Listen the first time, then write the sentence.**

1. **LISTEN:** Some people work in the day.
2. **LISTEN:** Some people work at night.
3. **LISTEN:** There are jobs inside and jobs outside.
4. **LISTEN:** After work I like to _____.
   [Ask student to finish the sentence.]

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Student Sheet, Part B

3	T
2	K
5	E
1	L
8	D
10	I
6	S

the	about	label
and	many	write
you	would	picture
be	make	manual
have	more	instructions
from	number	danger
one	could	form
said	people	emergency
do	first	
if	water	

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Student Sheet, Part B

1. Reading is a great way to learn new things.
2. Books are free at public libraries.
3. There are things to read on buses and taxis, too.
4. Taking the bus is a great way to save money and gas.
5. Driving a car is fun.

You can read every morning if you eat cold cereal. Just look on the sides of the boxes. There is information about the cereal you are eating on one side, information about where the cereal was made on another side, and many different things on the back of the box. You can send away for free gifts, buy things like t-shirts or watches, or read jokes. Which cereal is your favorite?

Student Sheet, Part C

NAME: _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

★★★

Test Score Sheet

Use the following criteria to score Parts A1-A3 and B1-B2.

Partial Credit Scoring

0	=	no response or totally incorrect
1	=	partially correct (syntactic or semantic errors)
2	=	best answers (syntactically and semantically appropriate)

Section A: Oral Interview		Score	Possible Score
Part 1			
	1.	_____	2
	2.	_____	2
	3.	_____	2
	4.	_____	2
	5.	_____	2
	TOTAL:	_____	10
Part 2			
	1.	_____	2
	2.	_____	2
	3.	_____	2
	4.	_____	2
	5.	_____	2
	6.	_____	2
	TOTAL:	_____	12

Part 3

Scale for Part 3:

Points	Level	Example
4	Labeling	"...dog...bed...sandwich..."
8	Telegraphic Utterances	"man go, eat lunch"
12	Semi-grammatical phrases	"father is look at son"
16	Near-native fluency	"The man is getting ready for work."

TOTAL: _____ 16

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Section B: Reading

Part 1

Score one point for each correct response; score paragraph at 20 points if fluent, and subtract points on a scale with zero as unable to read the paragraph:

NUMBERS:	TOTAL:	_____	7
LETTERS:	TOTAL:	_____	7
Part 2			
WORDS:	TOTAL:	_____	28
Part 3			
Sentences:	TOTAL:	_____	5
Part 4			
PARAGRAPH:	TOTAL:	_____	20

Section C: LETTER AND WORD WRITING

Part 1:

LETTERS: Score one point for each correct letter.	TOTAL:	_____	10
Part 2:			
SENTENCES: Score one point for each identifiable word.	TOTAL:	_____	23

TOTAL, Sections A, B, AND C	____	138

Evaluation of Assessment Results

The results of this assessment should yield valuable information about the test taker. This information will show weak and strong areas of language development, and should guide instructional and assessment planning. The point value under the total is valuable only in demonstrating these areas of strength and weakness.

PART III
Teacher Behavior Checklist
To Increase Comprehensibility

Criteria	YES	Examples or Classroom Opportunities
SIMPLIFY THE INPUT: What you say and how you say it		
• Do I use a slower rate of speech?	✔	
• Do I use clear enunciation?	✔	
• Do I control the range and diversity of my vocabulary?	✔	
• Do I control my use of idiomatic expressions?	✔	
• Do I repeat and write new key words and expressions?	✔	
• Do I use many different examples to teach new concepts?	✔	
USE CONTEXTUAL CLUES (See Figure 1 on following page)		
• Do I use extralinguistic clues such as facial expressions, voice inflections, gestures, etc.?	✔	
• Do I use many and varied clues?	✔	
• Do I select clues that clearly illustrate the concept?	✔	
• Do I use graphic organizers to facilitate comprehension?	✔	
CHECK FREQUENTLY FOR UNDERSTANDING		
• Do I check for comprehension frequently?	✔	
• Do I offer feedback that is specific, immediate, and related to lesson?	✔	
• Do I use a variety of methods to check for comprehension?	✔	
• Do I use repetition and expansion when appropriate?	✔	

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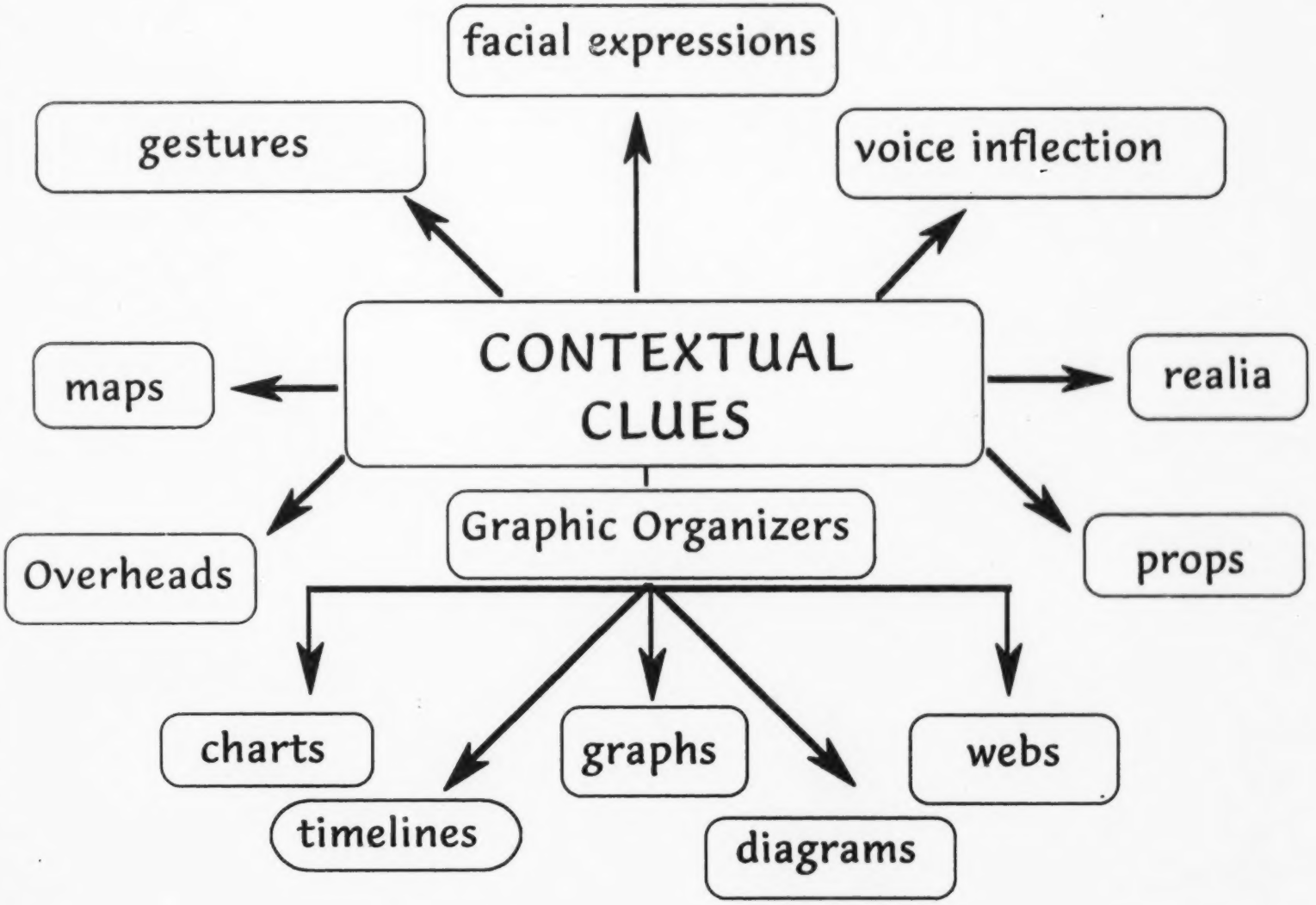
Figure 1


facial expressions
gestures
voice inflection
CONTEXTUAL CLUES
maps
realia
Graphic Organizers
Overheads
props
charts
graphs
webs
timelines
diagrams

PART IV
Strategies for Planning Instruction for Classrooms with Diverse Linguistic Abilities

The strategies which follow are based on the premise that all students can learn, but not all students should be expected to learn the same amount or at the same rate. Every classroom has students with many learning styles, varied levels of background, and different levels of command of the language of instruction. This reality makes it is necessary to answer the following questions:

- What information do I want all students to learn?
- What information do I want most students to learn?
- What information do I want some students to learn?

In answering those questions, a teacher can choose objectives which meet the needs of individual students according to their level of readiness. For example, if the content were writing sentences and paragraphs, all the students may be expected to master the mechanics of capitalization and punctuation and making a complete sentence, while most students would in addition be expected to master writing grammatical sentences. Some of the students would, in addition, be expected to write a paragraph of such sentences which would have a main idea and follow good paragraph structure.

Decisions on which students master which objectives would not be determined solely by ability, but rather by a needs assessment of the individual students which would yield accurate portraits of their current abilities as well as future needs. Additionally, this hierarchy would be dynamic and students would move from one step to another based on their progress, the material at hand, the students' prior knowledge and interest in the current topic, and many other criteria.

In considering how to promote learning for all levels of student, instructional practices play a critical role. On the following page is a checklist of some important questions teachers need to consider in planning.

PART V: Teacher Planning Checklist

Criteria	YES	Examples or Classroom Opportunities
CONNECTIONS		
• Do I link concepts and skills to student experiences?	✔	
• Do I organize content so it is related from lesson to lesson?	✔	
• Do I make a connection between student prior knowledge and new concepts to be taught?	✔	
• Do I provide an environment and activities which assure interaction between different groups in the classroom?	✔	
• Do I use scaffolding strategies (outlines, graphic organizers, semantic maps) to help students make connections?	✔	
INSTRUCTIONAL STRATEGIES		
• Do I use grouping patterns that are appropriate to the lesson and allow students to help each other?	✔	
• Do I provide opportunities for students to be assessed in many different forms?	✔	
• Do I display information in a variety of formats?	✔	
• Do I adapt written materials to make them available to all learners?	✔	

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